

4 month reporting date 4/04/07 received 4/9/07
8 month reporting date 8/04/07
12 month completion date 12/4/07
Closed 4/9/07

Woonsocket School District Improvement Plan/Progress Report

Scheduled Date of Completion:

Principle 1: General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:22:03 Certified child

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. The monitoring team was unable to verify eligibility or educational impact for a child currently being served.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district needs to conduct a comprehensive evaluation in all areas of suspected disability and determine eligibility and educational need.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

A comprehensive evaluation of student number 9 will be completed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve?</p> <p>Student #9 will receive a multi-disciplinary, multi-faceted evaluation in all areas of suspected disability to ensure proper documentation is available to support the student disability category. The team will meet and determine eligibility based on the results of the evaluation.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The Special Education Director will submit copy of the student's eligibility document which will summarize the evaluation results and the team's eligibility determination.</p>	Immediate	Special Education Teachers and Special Education Director	Goal met
<p>Please explain the data (4 month)</p> <p>Student #9 was assessed through a multi-disciplinary, multi-faceted evaluation in the area of his suspected disability area of Serious Emotional Disturbance. The evaluation results indicated that he did not meet the eligibility for a disability. Assessments used in the evaluation were ability, academic, transition, and behavior. The front page of the IEP meeting and the Multidisciplinary Team Assessment/Eligibility Report have been forwarded to SEP.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle 3: Appropriate Evaluation
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:25:04. Evaluation procedures</u></p> <p>The team found that although Woonsocket School District does provide written notice and obtains consent before assessments are administered to a child as part of an evaluation or reevaluation, the district does not consistently gather relevant functional and developmental information about the child as part of a comprehensive evaluation.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will gather functional assessment information using a variety of assessment and strategies when completing initial and three year evaluations.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Initial and three year reevaluations will include functional assessments.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve?</p> <p>Functional assessments will be completed when the district conducts initial or three year re-evaluations.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The Special Education Director will send SEP a list of the number of files checked and the number that contain functional information for each re-evaluation and new referral.</p>	<p>September 4, 2007</p>	<p>Special Education Teachers And Special Education Director</p>	<p>Goal Met</p>
<p>Please explain the data (4 month)</p> <p>Five students have been evaluated since the on-site review. Of those files 100% included functional assessments in the skill areas of need. A chart titled 2006-2007 Evaluation Information-Woonsocket Improvement Plan includes specific information on the files reviewed for functional assessments and has been forwarded to SEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve?</p> <p>The Special Education Director will schedule an in-service on functional assessment for all special education staff.</p> <p>What data will be given to SEP to verify this objective?</p> <p>A copy of the agenda of the in-service and a list of the participants will be sent to SEP.</p>	<p>January 30, 2007</p>	<p>Special Education Director</p>	<p>Goal Met</p>
<p>Please explain the data (4 month)</p> <p>An in-service training was held on January 23, 2007 on Functional Assessments in Special Education using the SEP assistance document to the Woonsocket special education staff. Samples of functional assessment reports were also reviewed and case studies examined. The list of participants and the agenda have been forwarded to SEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle 3: Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:04. Prior notice and parent consent.

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. The team found cognitive and functional information pulled forward without any indication of this intent on the prior notice. No prior notice was sent for an addendum meeting.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Prior notice for evaluations and reevaluations will contain all necessary information needed for parents to give informed consent. Prior notices will be sent for all meetings.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All parents will receive prior notice consent to evaluate forms, which will contain all needed data.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

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Responsible**

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<p>1. What will the district do to improve? District prior notice consent to evaluate forms will contain all needed data.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check all consent to evaluate forms for initial evaluations and reevaluations. The number checked and the number having all data on those notices will be submitted to the SEP.</p>	<p>September 4, 2007</p>	<p>Special Education Teachers. Related Service Providers, And Special Education Director</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) The district has had five students evaluated since the on-site review. In determining the necessary evaluations the staff used the SEP assistance guide's reference on recommended assessments for each suspected disability areas. Of those files 100% included completed prior notices with the assessments that would be conducted as part of the evaluation process. 100% of the students were assessed the evaluations as stated on the prior notices. A chart titled 2006-2007 Evaluation Information-Woonsocket Improvement Plan includes specific information on the files reviewed for prior notice information and has been forwarded to SEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve?</p> <p>The Special Education Director will schedule an in-service, for all special education staff, dealing with what information can be pulled forward and how to correctly document this on the consent to evaluate form.</p> <p>What data will be given to SEP to verify this objective? A copy of the agenda of the in-service and a list of the participants will be sent to SEP.</p>	<p>January 30 2007</p>		<p>Goal Met</p>
<p>Please explain the data (4 month)</p> <p>An in-service training was held on January 23, 2007 on assessing students for eligibility in special education using the SEP assistance guide to the Woonsocket special education staff. Information presented related to assessing for suspected disability areas, use of past evaluation information, functional assessments, writing assessment reports and using a prior notice to document what evaluation areas will be completed and what evaluation information will be used in order to determine eligibility for special education. The list of participants and the agenda have been forwarded to SEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Prior notice to parents will be sent at least five days before any meeting.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve? The Woonsocket School District will send prior notice for all special education meetings.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check the files of students who have had meetings since the compliance review to determine that meeting notices were sent. The number checked and the number having notices will be submitted to the SEP.</p>	<p>September 4, 2007</p>	<p>Special Education Teachers. Related Service Providers, And Special Education Director</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) An in-service training was held on January 23, 2007 on the use of prior notices to the Woonsocket special education staff. The prior notice used by the district is the SEP document and includes all the needed data. The district has had ten meetings since the on-site review. Of those files 100% included completed prior notices. 100% of the prior notices were sent to the parents at least five days prior to the meeting. A chart titled 2006-2007 Prior Notice Information-Woonsocket Improvement Plan includes specific information on the files reviewed for prior notice information has been forwarded to SEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

<p>Principle 4: Procedural Safeguards</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>ARSD 24:05:30:15. Surrogate parents</u></p> <p>Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of the child are protected if no parent can be identified and the district, after reasonable effort cannot discover the whereabouts of a parent or if the child is a ward of the state. The district does not have anyone trained as a surrogate parent.</p>

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Woonsocket School District will have in place procedures for the assignment of a surrogate parent, and a list of trained surrogate parents.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will identify and train surrogate parents; and maintain an up to date list of these surrogate parents.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will provide surrogate parent training and maintain an up to date list of persons who may serve as surrogate parents.</p> <p>What data will be given to SEP to verify this objective? The date of the training and the number of individuals on record who may serve as surrogate parents will be sent to the SEP.</p>	February 28, 2007	District Superintendent And Special Education Director	Goal Met
<p>Please explain the data (4 month) The district has obtained two people in the community to serve as surrogate parents for student. Training for the selected surrogate parents was held February 22, 2007, led by Julie Davis, District Special Education Director.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will establish policies to determine when a surrogate parent should be appointed.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Special Education staff will download and read the surrogate manual provided by the state in order so they are aware of when the use of a surrogate parent is appropriate. http://doe.sd.gov/oess/specialed/forms/pdf/Surrogatetaguide8-99.pdf</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will notify the SEP when this process has been completed.</p>	February 28, 2007	Special Education Teachers. Related Service Providers, And Special Education Director	Goal Met

Please explain the data (4 month)
 An in-service training was held on January 23, 2007 on the use of surrogate parents to the Woonsocket special education staff. The SEP document was reviewed with the staff. An in-service was developed to use in training the surrogate parents, was held on February 22, 2007.

Please explain the data (8 month)

Please explain the data (12 month)

Principle 5: Individualized Education Program

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8 month reporting date 8/04/07
12 month completion date 12/4/07
Closed 4/9/07

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); as well the anticipated frequency, location, and duration of services and modifications.

The monitoring team noted that the present levels of academic achievement and functional performance was not linked to functional information gathered during the evaluation in four of the files reviewed. In the files of four students, statements on the IEP's that dealt with the anticipated frequency, location, and duration of services and modifications did not cover all required areas.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Functional assessment data will be included in student evaluation reports and will be used to develop the IEP present levels of academic performance. All Individualized Education Plans will include the frequency, location, and duration of services and modifications.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Present levels of academic performance on the IEP's will be linked to functional assessment obtained during the evaluation process.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

4 month reporting date 4/04/07 received 4/9/07
 8 month reporting date 8/04/07
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 Closed 4/9/07

<p>1. What will the district do to improve? The district will link the present levels of academic performance to the functional assessment that is part of the evaluation process.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p>	<p>September 4, 2007</p>	<p>Special Education Teachers. Related Service Providers, And Special Education Director</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) The district has completed five evaluations since the on-site review. Three of the students were eligible for special education. Of those files, 100% used the functional assessment information from the evaluation process to determine the present levels of academic performance. The IEPs developed used the functional assessment information to develop appropriate programs. A chart titled 2006-2007 IEP Information-Woonsocket Improvement Plan includes specific information on the files reviewed for IEP information and has been forwarded to SEP.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? The Special Education Director will schedule an in-service for all special education staff that will include relating functional assessment to the present levels of academic performance.</p> <p>What data will be given to SEP to verify this objective? A copy of the agenda of the in-service and a list of the participants will be sent to SEP.</p>	<p>January 30, 2007</p>	<p>Special Education Director</p>	<p>Goal Met</p>

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 Closed 4/9/07

Please explain the data (4 month) An in-service training was held on January 23, 2007 on relating functional assessments to the present levels of academic performance using the SEP assistance document to the Woonsocket special education staff. Samples of model present levels of academic performance were also reviewed. The list of participants and the agenda have been forwarded to SEP.
Please explain the data (8 month)
Please explain the data (12 month)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All Individualized Education Plans will include the frequency, location, and duration of services and modifications.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? When developing the IEP, the team will determine and document what services or modifications will be provided and specifically document the frequency, locations, and durations of these services and modifications.</p> <p>What data will be given to SEP to verify this objective? The Special Education Director will check the files of students who have had meetings since the compliance review to determine that frequency, location, and duration of services and modifications are documented. The number checked and the number correct will be submitted to the SEP.</p>	September 4, 2007	Special Education Teachers. Related Service Providers, And Special Education Director	Goal Met

4 month reporting date 4/04/07 received 4/9/07

8 month reporting date 8/04/07

12 month completion date 12/4/07

Closed 4/9/07

Please explain the data (4 month)

The district has had six meetings since the on-site review. Of those files, 100% contained documentation of what services or modifications will be provided and specifically the documentation of the frequency, locations, and durations of these services and modifications. A chart titled 2006-2007 IEP Information-Woonsocket Improvement Plan includes specific information on the files reviewed for IEP information has been forwarded to SEP.

Please explain the data (8 month)

Please explain the data (12 month)